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ABSTRACT

The development of a personalized educational plan should be based on career and personal goals formulated and clarified through career exploration experiences. The eighth grade is a decision point at which students need to be aware of blocks of courses that require 4 years to complete; decisions must be confirmed at the 10th-grade level. However, plans should be constantly evaluated and revised. Two factors are especially important to the educational planning process: an integrated program concept, and educational requirements and options. Program planning requires preplanning, review, design, development, and evaluation. Adequate time should be devoted to this process. The personalized education plan is both an evolving and involving process. The experience can help students make better educational decisions that they will find rewarding and satisfying. (KC)

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GUIDELINES FOR HELPING STUDENTS DEVELOP A PERSONALIZED EDUCATIONAL PLAN

Introduction

One of the primary goals of Career Exploration Programs is to help students develop an understanding of self and the world of work through a wide range of experiences. However, the career exploration skills developed through these experiences need to be expanded to include decision-making skills as students acquire preferences for career fields. Then, as they begin to understand the work requirements related to their tentative career choices they need to translate these into educational programs and courses available. This requires additional skills -- those of educational planning.

Educational planning is part of the broader process of career exploration and decision-making that takes place throughout a person's lifetime. Career Exploration Program activities need to emphasize the relationship between job skills and the education and training needed to develop those skills. Students should have an understanding of this relationship as a background for developing a personalized four-year educational plan as part of the transition process from junior high to high school. The development of this Personalized Educational Plan should be based on career and personal goals formulated and clarified through career exploration experiences.

This paper is a modification of "Guidelines for Educational Planning: The Personalized Education Plan" developed by David W. Winefordner for the Division of Vocational Education, North Carolina Department of Public Instruction, January 1987.

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Educational planning should not be considered as a separate program or an isolated program activity. Even though it is an integral part of the Career Exploration Program it needs to be considered as part of the educational planning process of the school's total guidance program. Any attempt to address educational planning should be done within this broader context.

Overview

Middle and junior high schools are designed to provide students with a variety of experiences from which they can gain an understanding of self and the adult world into which they are emerging. In addition to the typical school subjects, enrichment activities such as art, music, sports, and clubs enable students to identify and start to develop special talents. Career exploration needs to be part of this enrichment activity. The role of education at this level, in addition to an emphasis on basic skills, is to help students begin the transition from childhood to adulthood. This transition should involve them in talking about and planning for what they want to do when they finish high school.

Most students at the middle and junior high school levels are not thinking that far into the future. For them, the future is now. Their goals tend to be short term and making a decision about a future career is not important. They are more concerned with self-identity as they are experiencing changes in their social, emotional, and physical maturity. However, <u>they are wanting to be accepted more as adults they are trying to become, rather than the children that they were</u>. This is a critical period in their lives and one where they need to initiate career exploration and planning as part of the "Who am I?" process. At this stage in their lives they will be <u>developing preferences</u> that will eventually lead to making

career decisions. These preferences provide a background for future exploration of the world of work and the curriculum options available.

Although most students have not made career decisions at the middle/junior high school level, they are making decisions that may influence their future careers. They are moving from generalized to specialized educational experiences. These experiences provide them with more opportunities for choice -- which does involve decision-making.

The eighth grade is a decision point where students need to be aware of blocks of courses that require four years to complete. These are commonly referred to as "programs." Vocational Education and College Preparatory are examples. These four-year programs necessitate planning before grade nine to ensure that students meet requirements and get the most flexibility from their course selection.

Students should continue their career exploration during grades nine and ten utilizing both required and elective courses as a means to confirm or develop interests and test abilities. During this period, they should become prepared to make an important curriculum decision. As they reach another major decision point, at the tenth grade level, students must make or confirm their choice of a program.

During the eleventh and twelfth grades, students should continue their exploration and refine their educational plans. Students enrolled in a program providing them with job entry skills may choose to enter into the world of work when they finish high school. For them, the last two years provide an opportunity for identifying potential sources of employment. In addition, they need to develop an understanding of how they can advance within their chosen career field with further education, training, and

experience. Some of these students may become motivated to continue their education after high school in more advanced vocational and technical programs, or continue at the university level.

Students in other programs, such as college preparatory, use grades eleven and twelve to select a college, university, or an alternative source of education and training for more specialized career fields. Most of these students are again faced with a decision point as they enter these institutions or during their sophomore year of college when they are required to declare a major or program specialization.

Although there are important decision points in the educational progress of students, they do have an opportunity to revise their plans as they register for courses each year. As part of a yearly process of educational planning, students need to design career exploration activities that involve a wide range of experiences in the school, home, and community. These experiences, and the evaluation of them, provide a foundation for the crystalization of personal and career goals. Conceptually, this yearly planning, exploration, evaluation, and refinement process is in agreement with the evidence that students should be assisted in making decisions for short periods of time. Students need to make realistic curriculum choices that are based on what they want to do in the critical two or three years beyond high school.

The career exploration and educational planning skills students develop will help them continue to make decisions throughout their lives and to make a commitment to the lifelong learning process. These skills will also enable them to take advantage of career advancement opportunities as they gain experience and develop additional job skills. Students then

will be able to cope with unexpected events that result in job loss. With an understanding of their transferrable skills, and how these can be complemented with new skills through education and training, they are more likely to become reemployed or make lateral transfers and advance in related career fields.

Background

Although there are many factors that influence educational planning activities there are two important ones that need to be considered. These are: (1) an integrated program concept and (2) educational requirements and options.

Integrated Program Concept

An important dimension of program integration is educational level. It is important to have a common program structure with good articulation between the elementary, middle/junior high, high school and post high school levels. Educational planning should follow the same developmental process as career guidance, moving through stages such as awareness, orientation, and exploration.

Basic concepts should be introduced at the elementary school level. Program activities at this level generally focus on helping students develop an awareness of people at work. The related concepts of workers developing, maintaining, and improving job knowledge and skills also should be introduced.

At the middle/junior high school level, as part of broader career orientation activities, students should be involved in developing an understanding of how basic curriculum areas such as math, language arts,

and science are related to jobs skills -- skills important for all workers. In addition to those basic courses, students need an understanding of all courses and their importance, especially those that are optional and where decisions need to be made. Student extra curricular activities also should be included in a similar fashion as part of this orientation stage.

As students progress into the exploration stage they start to develop more realistic preferences for career fields. At this stage, they need more specific information about the knowledge and skill requirements of their preferences and the related educational programs. Thus, as students move from a rather structured educational environment to a more open one, requiring them to make course and activity selections, they will be better prepared to make choices related to their career plans and goals.

Educational Requirements and Options

Many things influence the design and operation of educational planning activities. For example, state and local graduation requirements have a definite influence on students' educational plans. Nationally, the recent trend of states adding graduation requirements has had a negative affect on the career exploration planning, and preparation of many students. In most states, local schools also are generally provided the option of increasing course requirements for graduation, which many have.

These increased graduation requirements bring about both positive and negative results. Students who do not go on to college generally experience the negative. Each school needs to study the potential impact of these changes. For example, an increase in requirements could: (1) reduce the number of electives used by students in grades nine and ten as exploratory courses; (2) decrease enrollments in vocational education

programs at grades nine and ten; and (3) affect current sequencing of courses in grades nine through twelve.

Other factors may influence educational planning. These factors differ from school to school. An important part of program planning and implementation should be the identification of these factors and their potential influence on program operation and expected learner outcomes.

Program Planning and Development

Planning is a critical stage in the initiation, expansion, and improvement of any educational program. The development of activities, materials, and delivery modes is a continuous process. Such changes as school curriculum offerings, graduation requirements, and extra curricular activities necessitate revision of forms and materials. Initiating expanded activities such as parental involvement and integrating selected activities into subject matter courses require staff in-service, new materials, additional or rearrangement of time allocations, and a linkage to and coordination with ongoing activities. As part of implementing or expanding a major program element such as educational planning, it is recommended that the following stages be considered: (1) preplanning, (2) review, (3) design, (4) development, and (5) evaluation.

Preplanning

At the local level, as well as the state, changes in school curriculum programs should be very carefully introduced. It is important that school administration provide a climate conducive to change and improvement and that a readiness and willingness for change be developed in school staff.

These are essential conditions that affect the conduct of any educational system. Thus, preplanning activities need to involve the administrative staff. Their level of involvement may range from receiving an initial briefing with up-date reports to playing active leadership roles, hopefully the latter. The administrator involvement generally depends on the extent of change or the amount of interface or integration into other school program areas and levels.

Student educational planning activities require an interface between the Career Exploration Program, guidance program, administrative scheduling and enrollment activities, and the various curriculum departments. As mentioned before, educational planning is not a separate program or a set of isolated activities. It involves the integration of responsibilities and activities across all elements of the school's operation. However, the major staff responsibilities relate to the career development and school guidance programs. Although the major planning, development, and delivery efforts rest with these programs, other departments and programs need to be involved.

As part of the preplanning activities, those responsible for the operation of the career development and guidance programs should determine leadership and staff responsiblity roles. This should involve personnel at each educational level in the system to ensure articulation of efforts. Regardless of how the planning, development, and operational leadership roles are defined, change and improvement will require a team effort.

Review

A review of the current statuse of student educational planning activities within the total school system should be made to provide a description of present conditions. To identify development needs or implementation strategies, a comparsion must be made between the current status ("what is") and the goals and objectives desired ("what should be"). The review should include, but not be limited to, the following elements:

- present goals, objectives, and expected outcomes
- student educational planning activities (including scheduling and registration)
- program or department conducting the activities
- materials used (local, state, commercial)
- delivery mode of activity (group, individual, requirement, elective)
- student population involved (all students, special groups)
- delivery sequence of activities (grade level, time of year)
- time allocations
- staff assignments and involvement
- budget
- involvement of parents or guardians
- nonschool resources (financial, volunteers, business-industry, military, colleges)
- articulation process/communcations between building sites and educational levels
- evaluation process and prior evaluation data available

This review should identify both strengths and limitations. Present program operations must form the base from which changes are made. Changes are made through identifying the gap or need between the present and the desired.

Design

The establishment, modification, or confirmation of goals and objectives are needed to help define the program efforts desired. State and national guidelines, goals, and objectives for career development, guidance, and curriculum programs may provide a framework for local goals and objectives. Also, goals and objectives of related professional organizations reflect general trends.

Goals and objectives should be stated in terms conducive to methods of evaluation. The following examples are provided to serve as illustrations of goals and objectives. Goals are stated in terms of program and objectives in terms of students.

Goal. All students shall develop a personalized four-year educational plan prior to their registration for ninth grade courses.

Goal. Subject matter teachers shall maximize opportunities to relate course content to career implications and educational planning.

Objective. Each student will acquire knowledge of curricular options available in the school and the career fields to which they lead.

Objective. Each student will select a planned and balanced program of study consistent with their personal and career goals, abilities, interests, and educational needs.

Goals and objectives may be defined in different ways. For example, one definition might be: goal -- ideal state of "what should be;" objective -- acceptable state of "what should be." Another way of defining them is that goals are global statements of what should be, and objectives are more specific statements reflecting changes desired.

Once the current program status has been assessed and desired goals and objectives stated, this information can be used to identify the gap between what is and what should be. The design for change should incorporate strategies/processes needed to move from current program efforts toward goals and objectives. For example, the following brief description of strategies/processes identifies a sequence of general activities from which more specific activities could be generated and resources needed could be identified.

Strategies/Processes. Student personalized four-year plans shall be based upon each individual's career and personal goals. These goals, both short term (during high school) and long term (after high school) shall have been formulated and clarified through a process of career orientation and exploration experiences. These experiences shall include the development of an understanding of self (interests, abilities, aspirations, etc.), an understanding of the world of work (clusters, groups, and individual occupations), and an understanding of the educational options available (both required and elective). Through a process of assessment and exploration, students shall identify preferences for career fields and occupations. They also shall identify the job knowledge and skills related to these preferences. Next, students shall translate the knowledge and skill requirements into an educational program and course selections meaningful for both exploration and preparation. Each year, students shall evaluate their exploration and preparation experiences to help them modify their personalized educational plans. These modifications should reflect such things as changes in career and personal goals, changes in program and course options, and levels of achievement in courses taken. Parents and guardians shall be encouraged to become involved in this yearly process.

Program framework. Statements of goals, objectives, and strategies or processes help to establish a program framework, the essential element involved in design. Using the examples given, these can be translated into three program stages with sequenced elements in each. These are:

Stage One. Helping students develop a background for planning.

- orientation to world of work through clusters and groups of occupations
- understanding self through a review of past experiences, assessment of interests, abilities, achievement, etc.
- exploration of occupational clusters, groups, and occupations related to self-information
- development of preferences for occupational groups and occupations
- identifying knowledge and skills related to occupational preferences
- relating knowledge and skills to educational programs
- summarizing exploration activities with the identification of short term and long term goals.

Stage Two. Developing a personalized four-year educational plan.

- orientation to high school and available programs, courses, and activities
- relating personal and career goals to available high school programs and courses
- review of graduation and program requirements
- selecting program and courses best fitting career and personal goals
- identifying next exploration activities to confirm educational choices (school, home, and community exploration activites)
- review of PEPs -- by student, coordinator, teacher, counselor, and parents/guardians
- registration for high school

Stage Three. Yearly evaluation of exploration experiences and PEP.

- student review of exploration experiences, achievement in selected programs, etc.

- conference with coordinator or counselor to discuss evaluation information and IEP modifications desired
- review of IEP with parents/guardians
- modification of IEP, if needed
- registration for the following year
- identifying exploration experiences for following year (school, home, community).

These three stages provide a framework with sequential elements that can be used to identify activities, materials, and modes of delivery needed for the development of student educational planning experiences. However, it is at this design stage where constraints such as money, time, and personnel need to be reviewed. Based upon identified constraints, development may require an extended period of time to accommodate limited resources.

Development

The first step in the development phase is to analyze the present program relationship to the framework that was designed to incorporate desired changes to meet new goals and objectives. For example, present program activities, materials, and delivery modes should be listed with the corresponding sequenced program elements. Although some materials and activities may need to be modified or replaced, this analysis does identify gaps where development needs exist. Also, by segmenting program content into three stages with sequenced elements, development priorities can be established. Again, priority needs to be given to developing program content for stage one (helping students develop a background for planning) before stage two (developing a four-year plan). Likewise, stage two needs to be developed before stage three (yearly evaluation of experiences and personalized educational plans).

The next step is to identify the minimum content in stage one necessary to implement that stage. This permits operationalizing one stage while expanding its development and/or initiating the development of the second. In place program activities and materials may be utilized during this interim period. Also, commercial materials can be utilized to implement program.

The next step, and one of the most critical, is that of developing a linkage/interface between the three major information structures involved. These information structures are: (1) self, (2) world of work, and (3) educational programs. For example, information about students such as past experiences, assessment results, etc. need to be linked to the world of work structure used so that students can identify clusters and groups of occupations for exploration. Just as important as the linkage/interface between self and the world of work, is that between the world of work and educational programs. These linkages/interfaces need to be structured -- not informal relationships. Without a structured linkage, information, materials, and activities do not interface.

Just as the major information structures must interface, so should the program materials and activities. This involves the development of new activities building upon concepts previously introduced, and the use of a common vocabulary across program elements.

As materials and activities are developed they need to be tried out with students before being put into program operation. This permits usage problems to be identified and the materials or activities to be modified. Even the use of commercial materials needs to be modified at times to meet local program goals or operational constraints.

Another part of program development is the integration of activities. For example, if only part of the student population is enrolled in a special program, how are the program elements in stage one (helping students develop a background for planning) delivered to the other students? Also, the program delivery structure may require common activities be conducted at the same time for all students, such as registration and scheduling. Thus, educational planning goals and objectives may require the integration of activities from separate special programs.

Another program development consideration is the organization of resources needed by staff and students. These resources range from occupational information essential for student exploration experiences to teacher materials needed for relating course content to the world of work. Two types of resource organization are important: (1) location, and (2) the interface of the information structure mentioned earlier (self, world of work, and educational programs). Career resource/occupational information centers provide for organization of resources into a single location. The interface of information resources also needs to be made. Balance of program content is another important program development consideration. For example, what is the relationship of time involved in assessment of interests, abilities, and the interpretation of results to the time involved in the use of the results for exploring related occupations? How much time is involved in helping students develop a four-year plan? Is "time on task" sufficient with all program elements to provide a depth of involvement necessary to produce content or concept mastery? Are orientation activities conducted ahead of each major program segment to provide an overview and to help develop a readiness?

Placement of program activities into grade level delivery is another program development decision. Program goals and objectives may determine where program elements are delivered. For example, if a program goal is that "each student shall develop a personalized four-year educational plan," then it would require a plan to be developed in grade eight ahead of registration activities. If an objective is that "each student will acquire knowledge of curricular options available in school and the careers to which they lead," then a typical tour of the high school facility and the issuance of a student handbook would not suffice as the only activities.

Collegial interaction between career exploration teachers, classroom teachers, coordinators, and counselors is another important program dimension. Each must understand, complement, and support the others' role. All too often, the classroom teachers' role is undervalued. The teachers' role may be considered that of "catalytic agents." They can help students confirm career interests through subject area experiences. In fact, for many students, career interests develop from subject oriented experiences. Teachers also play advisement roles using their subject area expertise to help students plan programs related to these subject fields. They also have an opportunity to identify students with special talents and abilities. In addition, when teachers include information and experiences for relating school subjects to the world of work and leisure, they contribute to student achievement by stimulating motivation to achieve. Achievement in any subject is dependent, in part, on the identifiable practical value of the subject to the student.

Staff competencies needed to deliver program activities are another program development consideration. Staff in-service is important.

In-service activities provide an excellent opportunity for staff to develop an understanding of the entire program in addition to the skills they need to participate.

Finally, articulation of program content between educational levels is very important. The planning, design, development, operation, and evaluation is a system wide function. The number of buildings, educational level breaks, and staff members involved should not affect basic program content.

Evaluation

As mentioned earlier, goals and objectives need to be stated in terms conducive to evaluation. Is it unrealistic for all eighth grade students to develop a personalized four-year educational plan? What is the quality of each plan? What part of the plan development process is most difficult for students? How consistent are student program and course selections with their career field preferences? Are parents/guardians willing to participate in the process? How many turn out to functions where they are invited such as an orientation session for high school planning? Was enough time scheduled for each program activity? What activities need to be revised? Does increased teacher participation create a need for in-service education? Has student independent use of exploration resources increased? Are facilities adequate? Were enough exploration materials available? What kinds of additional resources are needed? These and many other questions need to be answered as part of the evaluation process. This information is essential for the modification of the program design and the strategies/processes for implementation.

To evaluate some of the goals and objectives, base data need to be collected prior to initiating program activities. For example, if an

objective was to decrease student schedule changes and program shifts, information needs to be collected on a pre-post basis to evaluate change. Does a goal of increasing students' interest in and commitment to their educational plans reduce course failures, increase attendance, and reduce dropouts? Again, base data are needed.

In addition to evaluating effects of the program on student outcomes, there needs to be an evaluation of the program materials, activities, and processes. Program development is a continuous process, cycling through planning, design, development, and evaluation. Evaluation should not be a threatening process. The focus should be on program improvement.

Student Plan

The personalized four-year educational plan should be the culminating career exploration experience at the middle/junior high school level. It should help students summarize their career exploration experiences and develop short range and long range goals. These goals, for high school and after high school, should reflect career field and occupational preferences. The personalized educational plan should be considered as an evolving plan -- one that is modified with new career exploration experiences.

Adequate time should be devoted to helping students develop their personalized four-year educational plan. An orientation session could be scheduled just to introduce the planning process. This session could include parents/guardians. During this orientation, an emphasis should be placed upon the kinds of curriculum decisions students will need to make, the major decision points, the programs available at the high school level, and any special diplomas or program options. An overview of graduation

requirements also should be presented. This information is important for both students and their parents/guardians and they should be aware of these points. If the parents/guardians are not involved in the orientation session then a brochure, newsletter, or memo needs to be sent home describing the planning process and encouraging them to be involved. Again, it is important to stress the value of the plan as an evolving one.

For the personalized educational plan to be an evolving process, each student needs to develop a set of career exploration experiences for the coming year. Students should consider three settings for these experiences: the school, the community, and the home. The school experiences might include such activities as the use of resources in the career resource center, school clubs and activities, youth groups, sports, and other student activities (in addition to planned guidance and classroom experiences). Community activities might include shadowing experiences to observe workers; visits to local or area post high school educational facilities; talking with workers in career fields related to those they are exploring; part-time jobs with a relationship to their career field preferences; volunteer work; and activities in youth groups such as scouting. Examples of home activities might be a reading book about a career field, talking to parents/guardians about their jobs, developing or looking at the family budget, and hobbies or projects. Students' parents/guardians are also a source of many exploration experiences. source of many exploration experiences. The parents/guardians may be involved in hobbies or leisure time activities; church and community organization activities; or they may know people who could arrange a shadowing experience, or at least know people willing to talk about their occupations or the type of work where they are employed.

The need for parent/guardian involvement cannot be overemphasized. The parent/guardian influence and the home relationships are of great importance. The consequences of this influence can be highly variable unless coordinated and structured with the career exploration and educational planning experiences being provided by the school. It is especially important for parents/guardians to understand the process involved in developing the tentative four-year plan; the need for continued career exploration experiences and their evaluation; and the yearly modification of the plan as needed. Students and their parents/guardians need to recognize that education beyond high school generally involves financial planning and that early planning might eliminate potential problems later. However, it also is important for them to know about available financial assistance, scholarships, work-study programs and other forms of financial aid. In addition, they also need to know about alternative routes for education such as the military. Financial planning should not be thought of as a barrier, but it is a realism that needs to be dealt with.

Format and Content

Depending on the amount of content, there are various formats that can be considered for the personalized educational plan. It could be in booklet, form and contain information about school programs available, graduation requirements, and other important information. It also could be as simple as a front/back sheet where only decision information is recorded. One format that provides flexibility is a folder, similar to the ones typically used for student cumulative records. An advantage of the folder format is for storage of materials a student may accumulate each

year during their continued career exploration and modification of their plan.

The plan should contain, at a minimum, the following types of information:

- Summary of self-information. This information should include interests, abilities, achievements, hobbies, and other major activities. These categories of self-information should have been included as part of the career exploration experiences provided earlier to develop student background for educational planning.

- Summary of world of work information. This section should list career field preferences with knowledge and skills needed. The knowledge and skills should have a corresponding information space related to general educational programs and courses.

- Career goals and objectives. This should include plans beyond high school (getting a full time job, further education, etc.). This section should also include more specific high school objectives (sports, clubs, and other activities).

- Educational programs and courses. This would identify important and helpful courses available in the local school that are related to the students' career goals. This would provide a list of alternatives from which to develop a four-year program.

- Four grids, one for each of the four years. The grids would have space for recording course titles, the number of unit credits for each course, and the grades achieved. These grids could have required courses already printed. Space also should be provided for modifying the plan.

- Extra curricular activities. Space should be provided for a listing of activities desired and/or participated in.

- Career exploration activities. Space should be provided for evaluation of each activity listed.

The form also could include space for coordinator/counselor and parent/guardian signatures so their reviews can be included in the monitoring process.

Review/Monitoring Process

It is recommended that all educational plans be reviewed to ensure that students have made realistic choices based upon their goals and that

program and graduation requirements are being met. Also, during the completion of the four-year plan, students should have an opportunity to review their plan with a counselor or teacher. This review/monitoring process is extremely important during the first year and for any year in which modifications in the plan are made. Another technique that provides a check on consistency of student educational plans with career goals is that of grouping students by career field preferences to work on their plans. This provides an opportunity for discussion and peer group monitoring.

Summary

Educational planning is a critical phase of the career exploration process. It provides a means for helping students develop career decision-making skills important in the process of lifelong learning. Although students may not be ready to make specific occupational decisions during the middle/junior high school years, they are required to make educational decisions that affect their career.

Students, and those assisting them in the educational planning process, must understand that the personalized educational plan is both an evolving and involving process. It is an evolving process as students continue their career exploration and modify their plans based upon evaluation of exploration experiences. It is an involving process as it includes parents/guardians who play an important role (along with teachers, coordinators, and counselors). It is also involving for students as they learn the process of educational planning through a series of in-depth experiences.

Educators and parents/guardians have the responsiblity of providing guided experiences to help students in their career exploration and

educational planning. The development of the personalized educational plan is a guided experience. It can help students make better educational decisions -- informed decisions -- ones they will make a commitment to -- are willing to pay the price to achieve -- will take responsibility for -- and decisions they will find personally rewarding and satisfying.

Personalized educational plans translated into learner outcomes provide for increased student motivation and achievement -- fewer failures and dropouts -- fewer problems of complacency and discipline -- and fewer schedule changes and program shifts.

The planning process may be viewed as an administrative requirement with few learning objectives, or it can be a meaningful developmental guidance activity. Those responsible for the success of students cannot ignore the critical need to help each student develop a personalized educational plan.